



John F. Kennedy
Primary School

Relationships and Sex Education (RSE) Policy

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Relationships and Sex Education Policy

At John F. Kennedy Primary School, all pupils are provided with an education that equips them with the knowledge, understanding and necessary skills and experiences to live successfully in an ever-changing world. By the time our pupils leave our schools, at the end of year 6, our RSE curriculum will prepare them for the transition to secondary school and, most importantly, young adult life. An integral aspect of this relates to relationships, sex and health education, which is delivered to all pupils, in an appropriate, age-related context. This policy sets out the framework for our relationships, sex and health curriculum, explaining how it is informed, organised and delivered.

Context

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their well-being, health and relationships in adulthood as well as that of their childhood. Health education focusses on providing pupils with the knowledge they require to make positive decisions about their own health and well-being.

Linked Legislation

There are a number of pieces of legislation which are linked to Relationships, Sex and Health Education. These may include (but are not limited to):

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- Equality Act 2010
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- (RSE) and Health Education
- DfE (2013) 'Science Programmes of Study: KS1 and KS2'
- DfE (2019) 'Relationships, Education, Relationships and Sex Education'.

The Education Act 2002 sets out the statutory duties which all schools, including academies, are required to meet: 'Every state-funded school must offer a curriculum which is balanced and broadly-based and which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society prepares pupils at the school for the opportunities, responsibilities and experiences of later life'.

As a Trust, we recognise that we have a responsibility under The Relationships Education, Relationship and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Primary schools are also required to teach the elements of sex education contained in the science curriculum, and Health Education will also be mandatory in all Government-funded schools, which includes content on puberty.

Aims and Objectives

The school is an equal opportunities school and our RSE curriculum, including PSHE and Personal Development Curriculum, should be taught in line with our Equality of Opportunity Policy. All pupils will have the same opportunity to realise their full potential regardless of gender, ability, ethnicity, religion, language, class and physical ability.

The aims of relationships and sex education (RSE) are to:

- Provide a framework in which sensitive discussions can take place;
- Enable our pupils to make responsible, informed and health decisions about their lives, both now and in the future;
- Provide a supportive learning environment in which our pupils develop feelings of self-respect, self-worth, confidence and empathy;
- Teach our pupils to respect themselves and others so that they can move confidently from childhood through to adolescence and then into adulthood.
- Create a positive culture around issues of sexuality and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

Organisation of the RSE Curriculum

As part of our PSHE and Personal Development curriculum, the relationships, sex and health education will be delivered alongside this within our schools. This curriculum has been organised in accordance with the statutory requirements outlined by the Department for Education's legislation 'Relationships Education, Relationships and Sex Education' (2019). During the organisation of the RSE curriculum, we have ensured that all teaching and learning is age appropriate and we have considered pupils' religious and cultural backgrounds.

Relationships Education Overview

When pupils leave John F Kennedy Primary School at the end of year 6, they will know the following information as part our RSE curriculum:

Families and people who care for me

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness. =
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online Relationships

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

Being Safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.

- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

Physical Health and Mental Wellbeing Overview

When pupils leave John F Kennedy Primary School at the end of year 6, they will know the following information about physical health and mental wellbeing.

Mental Wellbeing

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet Safety and Harms

- That for most people the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical Health and Fitness

- The characteristics and mental and physical benefits of an active lifestyle.

- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, Alcohol and Tobacco

- The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking.

Health and Prevention

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to allergies, immunisation and vaccination.

Basic First Aid

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing Adolescent Body

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.

Sex Education

At John F Kennedy Primary School, we have a statutory duty to teach the following aspects of sex education outlined in the National Curriculum Science programme of study.

Key Stage One:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Y1);
- Notice that animals, including humans, have offspring which grow into adults (Y2).

Key Stage Two:

- Describe the life process of reproduction in some plants and animals (Y5);
- Describe the changes as humans develop to old age (Y5);
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (Y6).

As part of the objective 'describe the changes as humans develop to old age', year 5 and year 6 children will learn key facts about puberty and the changing adolescent body. There will be a particular focus on puberty from age 9 through to 11, including physical and emotional changes. In addition, they will learn key facts relating to the menstrual cycle and menstrual wellbeing.

Delivery of the RSE Curriculum

Our RSE curriculum, like all other subjects, is carefully planned to ensure progression in skills and knowledge, enabling our pupils to learn about aspects of health, well-being and relationships age appropriately to their year group. As with other curriculum areas, the RSE curriculum is planned strategically at the long-term planning stage by the RSE Lead, Head of School and Curriculum Lead to ensure all aspects of the curriculum are taught respectively each year. This is then filtered into medium term planning by class teachers and into short term planning. At times, RSE will be taught as a discrete subject or alongside other themes deemed appropriate through Philosophy for Children, PHSE as well as our schools' Personal Development Curriculum.

Pupils also receive stand-alone sex education sessions (upper key stage two).

As an inclusive school, the RSE curriculum will adapt to meet the needs of all learners within the planning stage to ensure pupils with Special Educational Needs and/ or Disabilities are able to access the curriculum, at an appropriate level to their individual needs. Staff are proficient in differentiating at all levels and the RSE curriculum will be adapted by the class teacher based upon continuous assessment and the needs of the pupils being taught. Within this, teachers will also consider vulnerable pupils including children within their classes with Social, Emotional and Mental Health needs to ensure delivery is sensitive and age and developmentally appropriate. Specific vocabulary and explanations will be adapted accordingly to the age and ability of the children to ensure all are able to access the principle focus of this curriculum area.

All teachers will deliver the RSE curriculum and have received CPD from the Curriculum Lead and Head of School. Visitors from outside the school, such as school nurses or sexual health professionals, will be invited to lead Twilight staff meetings in order to provide support and training to staff teaching RSE. Trained health professionals will also contribute to our school's RSE curriculum and delivery.

Across all key stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Informed decision-making
- Seeking help and support when required
- Self-respect and empathy for other
- Recognising and maximising a healthy lifestyle
- Managing emotions

Roles and Responsibilities

The Governing Body

The Governing Body will ensure all pupils are making progress and are meeting the expected educational outcomes. They will also ensure the curriculum is well led, effectively managed and well planned and teaching is accessible to all pupils.

Head of School

The Head of School is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory components of RSE. It is the responsibility of the Head of School to communicate this policy to the school community, to ensure that staff are suitably trained to deliver these subjects and reporting to the governing body, the effectiveness of this policy.

Curriculum Lead

The Curriculum Lead will take overall responsibility of implementing this policy: ensuring it is reviewed annually and that parents and carers are fully informed about this policy. It is also the responsibility of the Curriculum Lead to oversee the delivery of the subject ensuring teachers are provided with the resources and support needed to teach the subject well.

RSE Subject Lead

The RSE Subject Lead will monitor the effectiveness of this policy along with ensuring the RSE is accessible to all pupils, meets its statutory requirement with regards to relationships, sex and health curriculum and monitor and evaluate the effectiveness of the RSE curriculum and report this regularly to the Curriculum Lead and Head of School.

Right to Withdraw

Parents have the right to withdraw their children from the non-statutory aspects of the RSE curriculum, which includes any sex education delivered in primary schools, other than as part of the science curriculum. Before doing so, we encourage parents to talk to the class teacher to discuss the curriculum content and/ or view the teaching resources in order to inform their decision in regards to withdrawing their child. All requests for withdrawal from the non-statutory aspects of the RSE curriculum must be put in writing and addressed to the Head of School who will discuss the request with parents and take appropriate action. A copy of withdrawal requests will be placed in the pupil's educational record. If a child is withdrawn from these lessons, alternative work will be provided by the class teacher and the RSE curriculum will be shared with parents to ensure coverage for pupils withdrawn from the lessons.

Monitoring of the RSE Curriculum

The Head of School, Curriculum Lead and RSE Subject Lead are responsible for monitoring the quality of teaching and learning within the Relationships, Sex and Health Education curriculum and PSHE and Personal Development curriculums. The monitoring will be carried out in the form of:

- Planning scrutinies
- Learning walks
- Lesson observations
- Pupil voice

This policy will be reviewed every three years, or earlier, if necessary, through consultation with parents and carers.